

Required Staff Training

A Positive Approach to Leadership

Volume 1 INSTRUCTOR GUIDE

CIVIL AIR PATROL

CAPP 52-12 1 June 2002



Required Staff Training (RST)

A Positive Approach to Leadership

This pamphlet is part of the training materials required for all senior members and cadets who will serve on the staff of any of the following activities:

- National Cadet Special Activities
- Region Cadet Leadership Schools
- Cadet Encampments
- Other similar overnight cadet activities 4 nights in length or longer, or as specified by the wing commander.

The intent of the RST is for the training to be conducted in conjunction with the cadet activity, or during a staff training workshop held specifically for that cadet activity.

Reference: CAPR 52-16, *CAP Cadet Program Management*

Materials

Required Staff Training materials include an *Instructor Guide* and *Student Guide*. Also, a CD contains slides, and a video to be used during Part 1 (the video is also included on the VHS tape). Visit the Cadet Programs page and download these products for free at www.capnhq.gov.



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Course Overview

Civil Air Patrol is committed to providing cadets with activities that are **challenging**, **rewarding**, and **free of abuse**. This Required Staff Training (RST) ensures that staff members – cadets and seniors alike – understand the concept of hazing and comprehend the principle that Operational Risk Management (ORM) can help reduce the risk of hazing at cadet activities.

Lesson Objectives

Part 1: How to Avoid the Hazing Trap

Cognitive Objective: Comprehend the concept of hazing

Samples of Behavior:

1. Paraphrase the concept of hazing
2. Differentiate between examples and non-examples of hazing
3. Give a new example of hazing

Affective Objective: Respond to how to avoid the hazing trap

Samples of Behavior:

1. Discuss how to avoid the hazing trap
2. Ask questions about how to avoid the hazing trap
3. Answer questions about how to avoid the hazing trap

Part 2: Using Operational Risk Management to Avoid the Hazing Trap

Cognitive Objective: Comprehend the principle that ORM can help reduce the risk of hazing at cadet activities

Samples of Behavior:

1. Explain how ORM can be used to reduce the risk of hazing and other forms of abuse
2. Summarize the reasons why ORM should be used to reduce the risk of hazing at a cadet activity
3. Predict the effects related to abuse that ORM will have on cadet activities

Affective Objective: Respond positively to the principle that ORM can help reduce the risk of hazing at cadet activities

Samples of Behavior:

1. Answer questions about the principle that ORM can reduce the risk of hazing at a cadet activity
2. Discuss reasons why cadet abuse can be prevented through ORM
3. Perform an ORM analysis of a cadet activity, as assigned in class

GUIDELINES FOR INSTRUCTORS

The Required Staff Training (RST) consists of two parts. The entire course should be completed in a single session that is between 90 minutes and 2 hours in duration.

Lesson Outline

Part 1: How to Avoid the Hazing Trap

Informal Lecture

25 min

Videotape or CD-ROM, or the lesson plan on page 33 of this guide

Discussion

20 - 30 min

Student responses to the video's discussion questions

Part 1 Subtotal:

45 - 55 min

Part 2: Using ORM to Avoid the Hazing Trap

Introduction

1 min

Attention: What is the best way to deal with a hazing problem?

Motivation: It's in your own interest to pay attention

Overview

2 min

What is operational risk management?

The compliance culture vs. the performance culture

Main Point 1

15 min

ORM is a six-step process for managing risk - any risk, including hazing

The six steps in the ORM process

Main Point 2

25 - 35 min

You can use ORM to manage the hazing risk at your activity

Learning exercise (15 min)

Learning exercise review (10 min)

Conclusion

2 min

Summary: ORM can manage risks of any sort, including hazing

Remotivation: Protect your cadets, protect yourself.

Closing: Final thought

Part 2 Subtotal:

45 - 55 min

Total Time Required to Complete Course: 90 min - 2 hrs, including breaks

Lesson Plans

Lesson plans have been developed for Part 1 and Part 2 of this course (see attachments 1 and 2 of this guide). You will want to keep them right in front of you and use them to teach the course.

However, the preferred method of conducting Part 1 is by simply playing the VHS tape or CD-ROM and following the instructions. Use the lesson plan for Part 1 only if the VHS tape or CD-ROM is unavailable.

Note: You may want to personalize the lesson plans. For example, perhaps you want to use a different attention-step, paraphrase the language used in the body, or add some examples of your own. That's fine. However, you must ensure that the main points specified in the lesson plan's "Lesson Outline" are covered fully, and most importantly, you must ensure that the students fulfill the lesson objectives and can demonstrate the samples of behavior.

Instructions in a Nutshell

Part 1 Instructions: This section is designed so that students will comprehend the concept of hazing.

1. The preferred method for delivering this training is by using the VHS tape or CD-ROM included with the course materials.
2. Simply gather your students together, watch the video, and follow its instructions. You will be prompted to pause the video and discuss the various attributes of hazing, and decide if the scenes depicted in the film are examples or non-examples of hazing.
3. If you do not have access to the VHS or CD-ROM, use the lesson plan in attachment 1.

Part 2 Instructions: In this section, the key concepts of Operational Risk Management are introduced. Students should gain an understanding of the principle that ORM can reduce the risk of hazing at their activity.

1. Have students read aloud the short paragraphs that introduce key elements of the six-step ORM process. Those sections are printed in this font, or paraphrase the information.
2. After reading aloud an introduction to an ORM process, use the accompanying slides as the basis for an informal lecture. Emphasize the critical aspects of ORM.
3. Relate the instructions on how to complete each step in the ORM process to the examples provided for each.

4. Then, to test student comprehension, have students respond to the discussion questions included in the slides. When necessary, guide their discussion and help them better understand the answers provided on the slides.
5. Finally, have the students demonstrate their understanding of the ORM process and the principle that ORM helps ensure cadet activities will be free of abuse by completing the learning exercise found in the back of this booklet (see page 25 for detailed instructions).

Use of Examples

The instructor Guide and Student Guide contain various examples of ORM techniques. Those examples are offset from the instructional text and are printed in this font. Use the examples to illustrate how to apply the ORM process to your activity, or as a resource when you actually complete an ORM analysis of the abuse hazards for your activity.

These examples are just that, *examples*. Use them to increase your understanding of ORM. There are many ways to keep activities free of abuse; the examples should not be regarded as the only way to comply with the CAPR 52-10, *CAP Cadet Protection Policy*.

Participation & Reporting Requirements

For complete details on who must complete RST, the reporting requirements, and other regulatory matters related to this course, consult the national commander's policy letter dated 15 May 2002, and the next revision to CAPR 52-16, *Cadet Program Management*.

PART 1

How to Avoid the Hazing Trap

This section corresponds with page 6 of the Student Guide. Use the included video or CD ROM, or you can use the lesson plan included in the Instructor Guide (pages 33 – 49 of CAPP 52-12).

The Hazing Trap As a leader of cadets, your job is to help cadets develop good qualities like self-discipline and teamwork. Leaders fall into the “hazing trap” when their training methods harm the very youth they are intended to benefit, or conversely, when their approach is so soft that the training goals are not met.

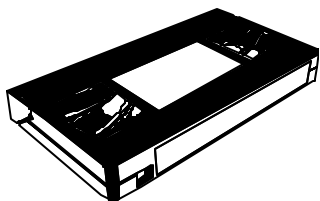
Definition of Hazing:

“Any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful.”

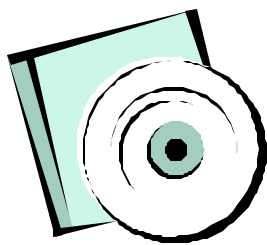
- Department of Defense

The Department of Defense policy on hazing describes the military’s stance regarding hazing: it is not tolerated. As the Air Force Auxiliary, Civil Air Patrol is committed to providing activities that challenge its cadets and yet are free of abuse, in all its forms.

Conducting Part 1- “How to Avoid the Hazing Trap”



“How to Avoid the Hazing Trap” is part 1 of the Required Staff Training and should be conducted using the VHS tape or CD-ROM accompanying these materials, or the lesson plan found in this Instructor Guide.



Pay close attention to the informal lecture on this video because you will be asked to discuss hazing and decide if the video’s portrayals are examples or non-examples of hazing. Also, you will need a solid understanding of the concept of hazing to complete the exercise in Part 2 of this course.

Most importantly, you need to understand hazing because as a leader of a cadet activity you have a responsibility to keep your cadets free from abuse.

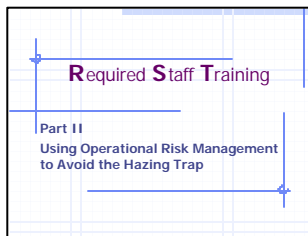
PART 2

Using Operational Risk Management to Avoid the Hazing Trap

This section corresponds with page 12 of the Student Guide.

ATTENTION

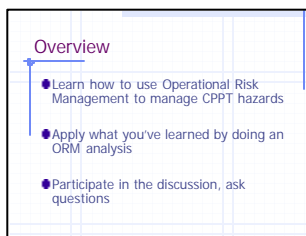
What is the best way to deal with a hazing problem?



Suppose you find a cadet acting out an infamous scene from one of Hollywood's portrayals of military training. Do you reprimand him or her orally? Do you document the incident in writing? Do you expel him or her from the activity? Of course, that depends on the situation, but one thing is clear: the best way to deal with a hazing problem is to prevent it from happening in the first place.

MOTIVATION

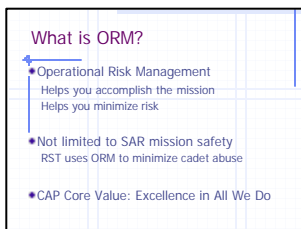
It's in your own interest to pay attention



You already know what hazing is, and what it is not. Now you'll learn how to avoid the hazing trap in the first place. Do you want to answer an angry IG, wing commander, mother, or attorney? Of course not. This part of the Required Staff Training will equip you with practical skills to avoid the hazing trap.

OVERVIEW

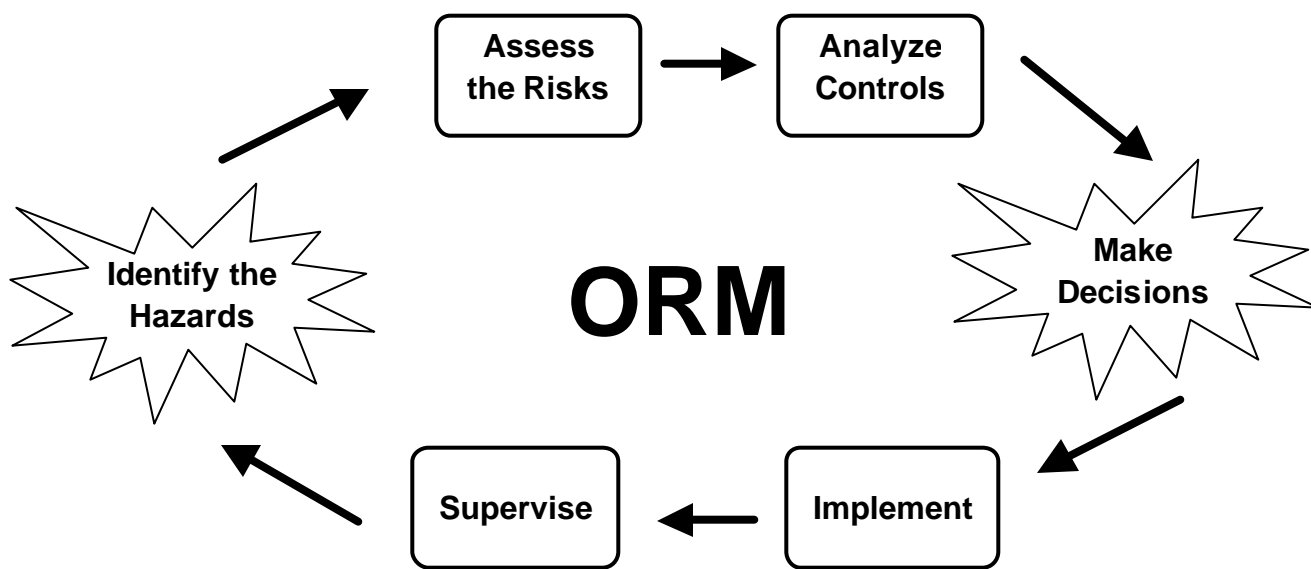
What is Operational Risk Management?



ORM is a tool that activity leaders can use to perform their mission better while also minimizing risk.

The risk is not limited to traditional safety issues. Maybe you have used ORM as a member of an aircrew or ground team on a potentially dangerous search mission. RST uses ORM to minimize the risk of cadet abuse, especially hazing, harassment, and humiliation.

Risk is inherent in all operations, but it can be controlled.



The compliance culture vs. the performance culture

Two Cultures: Compliance vs. Performance	
<ul style="list-style-type: none"> My job is to comply with a standard. I am told the standard. If I'm not told, I don't act. The standard is my goal. Once met, I'm done. 	<ul style="list-style-type: none"> My job is to optimize risk – to perform. I am also told the standard. The standard is just my starting point. My goal is continuous improvement. Standards mean little.

Understandably, people want to know what their obligations are. Give me the rules, tell me what the standards are and I'll work hard to meet them. This describes the *compliance culture*.

But there is another way to safely fulfill your mission. Dedicated volunteers aren't stymied by the "good enough" mentality. Your first concern is the cadets you help; so for their sake always try to improve their activity in every way. Use standards only as a starting line. This describes the *performance culture*.

In Part 1 of RST, you learned the definition of hazing through critical attributes and examples and non-examples. You also learned a little about how to avoid the hazing trap.

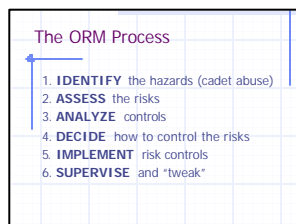
In Part 2, you'll learn how to identify hazing-related risks common to your specific cadet activity and overcome them by adopting a performance culture and using ORM.

Compliance Culture	Performance Culture
<ul style="list-style-type: none"> ➤ My job is to comply with the standard. ➤ I am told what the standard is. If I am not told, I usually don't act. ➤ When I am given a standard, the standard is my objective. ➤ When I meet a standard, that's it. 	<ul style="list-style-type: none"> ➤ My job is to optimize risk – to perform ➤ I'm given a standard, but it's just a baseline. I use ORM to exceed it. ➤ Standards are only a starting point. ➤ Meeting a standard means little. I continuously improve.

MAIN POINT 1

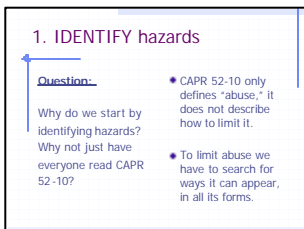
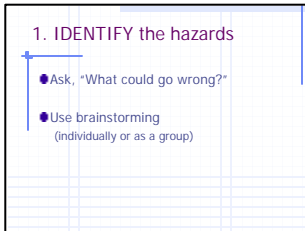
This section corresponds with page 15 of the Student Guide.

ORM is a six-step process for managing risk – any risk, including hazing



The next section outlines the six steps in the ORM process, taking one at a time. Pilots, ground team leaders, and other emergency services crewmembers use ORM to avoid physical injury. Those same methods can manage hazing and other hazing-related risks as well.

1. List all potential hazing hazards for your activity



Risk management starts with brainstorming. Well in advance of the activity, the staff should meet (in person, or electronically) and list every possible hazing hazard imaginable for their activity. Focus your efforts on hazing, harassment, and humiliation. Remember, when you brainstorm you never ignore someone's idea -- list them all.

You may want to do your brainstorming one bite at a time. Break down your activity into bits and pieces like cadets' arrival, barracks inspections, cadet free time, *etc.*

Example: Brainstorming to Identify Hazards

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

Potential Hazards: (Abuse related)

- | | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Harassment: | over-zealous instructions to cadets, unnecessary and sustained shouting
in-your-face tactics intended to instill a first impression
excited cadet staff member unintentionally makes a profane remark
cadet staff member makes ominous threat like "You're mine this week!!" |
| 2. Mistreating Property | tossing cadets' luggage
dumping contents on the ground |
| 3. Punishment / Leadership | punishing cadet for not knowing new policies, <i>etc.</i> , upon arrival
using exercise as punishment for not reporting correctly, <i>etc.</i>
making the punishment a public spectacle |

Instructor's Example -- Brainstorming to Identify Hazards

Activity: Cadet Encampment

SITUATION

HAZING HAZARDS EXAMPLES OF UNACCEPTABLE BEHAVIOR

IN-PROCESSING

<i>Verbal Harassment</i>	over-zealous instructions to cadets; in-your-face tactics to instill a first impression
<i>Mistreating Property</i>	tossing cadets' luggage; dumping contents onto the ground
<i>Punishment</i>	faulting and punishing cadet for not knowing policies, standards, <i>etc.</i> upon arrival

BARRACKS PREPARATION

<i>Verbal Harassment</i>	sarcasm and insults directed at cadets for not working hard or fast enough
<i>Mistreating Property</i>	tossing cadets' luggage; unnecessarily handling personal items (especially male/female)

BARRACKS AND UNIFORM INSPECTIONS

<i>Verbal Harassment</i>	in-your-face harassment; humiliating cadets by pointing out their 'failures' to the group
<i>Mistreating Property</i>	unnecessarily handling personal items (especially male/female)

PHYSICAL FITNESS TRAINING

<i>Verbal Harassment</i>	verbally humiliating weaker or heavier cadets who struggle to perform
<i>Punishment</i>	single-out and punish cadets who do not perform to standards; assigning exercise as punishment
<i>Critical Abuse</i>	requiring cadets to exercise beyond their limits; not allowing for individual differences and medical conditions

DRILL AND CEREMONIES

<i>Verbal Harassment</i>	calling a cadet "stupid" for turning right when left face is called
<i>Punishment</i>	single-out and punish poorly performing cadets (vs. instructor explaining movement more clearly, providing 1:1 coaching, <i>etc.</i>)
<i>Critical Abuse</i>	not allowing cadets to break and drink water / cool down on a hot day

MEALS

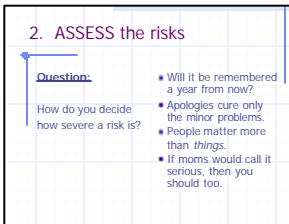
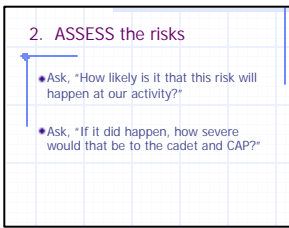
<i>Verbal Harassment</i>	verbally harassing or humiliating cadets as they dine; ridiculing cadets with special dietary requirements (i.e.: Kosher food)
<i>Critical Abuse</i>	not allowing cadets sufficient time to eat (i.e.: KP cadets must skip a meal)

SHOWERS AND PERSONAL PRIVACY

<i>Critical Abuse</i>	ridiculing cadets for their personal appearance; lewd and illicit remarks or looks that are sexual in nature; physically forcing cadets to shower (i.e.: stripping them and tossing them into the shower)
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SITUATION HAZING HAZARDS	EXAMPLES OF UNACCEPTABLE BEHAVIOR (CONTINUED...)
STAFF'S RESPONSES TO CADET MISCONDUCT	
<i>Verbal Harassment</i>	in-your-face harassment; verbal abuse; humiliating remarks; threats or implied threats (especially physical); dressing-down in public
<i>Supervision / Mgt</i>	providing discipline counseling appropriately, but not having a second staff member present
<i>Punishment</i>	cruel punishments (i.e.: clean toilet with toothbrush); punishing cadets differently for the same misconduct; not responding (not punishing) cadets guilty of misconduct
CADET FREE TIME	
<i>Verbal Harassment</i>	cadets ridiculing one another; crude and offensive humor
<i>Supervision / Mgt</i>	horseplay between cadets leading to an injury; cadets pairing up (boyfriend / girlfriend)
SLEEP & WAKE UPS	
<i>Verbal Harassment</i>	in-your-face harassment; verbal abuse at first call
<i>Supervision / Mgt</i>	not segregating cadets' sleeping quarters by age as much as possible
<i>Critical Abuse</i>	not allowing cadets enough time to sleep each night (apart from taking a turn at a reasonable CQ shift)

2. Assess the risks



Go through every item on your “Brainstorming List” of potential hazing hazards and ask yourself two questions:

First, how likely would it be for this hazing hazard to happen at your activity?

- Do you already know most of the cadets and seniors who will participate? If so, use your knowledge of their attitudes and temperaments to answer.
- What type of training environment does your mission require? For example, an encampment differs from a leadership seminar. Will your environment make it more likely or less likely for certain hazing hazards to occur?
- Give your answer using one of the following *probabilities*
 - A Frequent
 - B Likely
 - C Occasional
 - D Seldom
 - E Unlikely

Second, if the hazing hazard did actually happen, how severe would it be?

- We’re talking about abuse, so put yourself in the victim’s shoes. For example, sexual assault would be catastrophic, and if a cadet called his roommate a jerk, the abuse would be negligible.
- Is this a negligible offense that can be cured with an apology, or is the abuse so catastrophic that *60 Minutes* will come to do a story?
- Give your answer using one of the following *severities*:
 - 1 Catastrophic
 - 2 Critical
 - 3 Moderate
 - 4 Negligible

Example: Assessing the Risks

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

<u>Potential Hazards:</u> (Abuse related)	<u>Probability</u>	<u>Severity</u>	<u>Code</u>
1. Harassment:			
A. Over-zealous instructions to cadets	Likely	Moderate	B3
B. In-your-face tactics intended to instill a first impression	Likely	Moderate	B3
C. Excited staff member unintentionally swears	Seldom	Negligible	D4
D. Staff member threatens cadet, "You're mine this week!"	Unlikely	Critical	E2
2. Mistreating Property			
A. Tossing cadets' luggage; dumping contents on ground	Unlikely	Negligible	E4
3. Punishment / Leadership			
A. Punishing cadet for not knowing new policies, <i>etc.</i> , upon arrival	Seldom	Negligible	D4
B. Using exercise as punishment for not reporting correctly, <i>etc.</i> ; making the punishment a public spectacle	Occasional	Critical	C2

Rack and stack the risks

2. ASSESS the risks:
"Rack & Stack"

- Use the matrix to see if the risk is "very high" or "low" or in between.
- Now list your risks according to their risk level, highest to lowest.

2. ASSESS the risks

Question:
How is it that severe hazards can end up as medium risks? Isn't the matrix misdirecting us?

- Risk levels depend on both probability and severity.
- Common, everyday risks are usually more troublesome than outlandish risks.

You've listed all the potential hazards and defined the probability and severity of each risk. Next, you'll "rack and stack" the risks.

First, use the Risk Assessment Matrix to define the risk level for every item on your list. This will let you know how much attention you need to devote to a risk. For example, the matrix tells us that a risk that is catastrophic but unlikely is a "medium" risk. But, a risk that is moderate and frequently occurs is a "high" risk requiring more attention.

Second, arrange the risks on your list according to their risk level. Put your "extremely high" risks at the top, and your "low" risks at the bottom.

If you have a handful of items on your list that are basically all the same risk expressed in different words, this is a good time to group those together and consider them as a single risk. When you "rack and stack," you are creating a manageable inventory of your risks.

Risk Assessment Matrix

		PROBABILITY				
		FREQUENT	LIKELY	OCCASIONAL	SELDOM	UNLIKELY
SEVERITY		A	B	C	D	E
CATASTROPHIC	1	VERY HIGH			MED	
CRITICAL	2		HIGH	MED		
MODERATE	3	HIGH	MEDIUM			
NEGLIGIBLE	4	MED	LOW			
		RISK LEVELS				

Example: Racking and Stacking the Risks

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

RISK INVENTORY

Very High

None

High

Using exercise as punishment and making punishment a public spectacle (C2)

Medium

Over-zealous instructions to cadets; unnecessary and sustained shouting (B3)

In-your-face tactics intended to instill a first impression (B3)

Low

Unintentionally swearing (D4)

Punishing cadet for not knowing new policies, *etc.*, upon arrival (D4)

Staff member threatens, "You're mine this week" (E2)

Tossing cadets' luggage; dumping contents on the ground (E4)

Instructor's Example – Racking and Stacking

Activity: Cadet Encampment

Risk Inventory

HIGH RISK

Ridiculing cadets while showering; physically forcing cadets to shower	1D	Catastrophic / Seldom
Leaders' in-your-face responses to cadet misconduct; humiliation	2C	Critical / Occasional
Cruel punishments	2C	Critical / Occasional

MEDIUM RISK

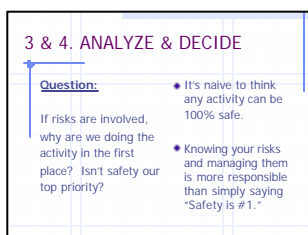
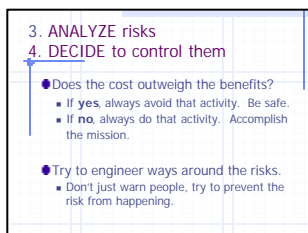
Using exercise as punishment	2D	Critical / Seldom
Requiring cadets to exercise beyond their limits	2D	Critical / Seldom
Not allowing cadets to break for water or eat a good meal	2D	Critical / Seldom
Not allowing cadets a full night's sleep	2D	Critical / Seldom
Over-zealous instruction; in-your face harassment during training	3B	Moderate / Likely
Using sarcasm & insulting cadets for not working hard or fast enough	3C	Moderate / Occasional
Verbally humiliating cadets who make mistakes (drill, PT)	3C	Moderate / Occasional
Single-out poorly performing cadets and punishing them	3C	Moderate / Occasional

LOW RISK

Verbally harassing cadets with special diets (i.e.: Kosher)	3D	Moderate / Seldom
Cadets harassing one another during free time; crude humor	3D	Moderate / Seldom
Horseplay between cadets during free time (potential injury)	3D	Moderate / Seldom
Not supervising cadets effectively; male and female cadets pair up	3D	Moderate / Seldom
Tossing cadet's luggage; mistreating their property	4C	Negligible / Occasional
Unnecessarily handling personal items (especially male / female)	4C	Negligible / Occasional
Not segregating cadets' sleeping quarters by age (if feasible)	4D	Negligible / Seldom

3. Analyze your risks

4. Decide how to control them



Now you have a Risk Inventory that prioritizes everything that could possibly go wrong at your activity. If the costs of the risk outweigh the benefits, decide to remove that facet of the activity from your program.

Well in advance of the activity, the staff should work together to decide how to control the risks. Commanders should involve lower-level staffers in this process because they're the ones who will encounter most of the risks.

Often, the temptation is to warn people about a risk, and believe that will solve the problem. But that's not the best solution. For example, if one of your risks is that flight sergeants might use exercise as punishment, warning them not to do that would not be as effective as guarding against the risk by providing better supervision of the training.

In deciding how to control your risks, use one of these options, which are listed in order of priority or preference:

- 1 Engineer
- 2 Guard
- 3 Improve task design
- 4 Limit exposure
- 5 Selection of personnel
- 6 Train and educate
- 7 Warn
- 8 Motivate
- 9 Reduce effects
- 10 Rehabilitate

Example: Analyzing Risks and Deciding How to Control Them

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

RISK INVENTORY AND RISK CONTROLS

High

Using exercise as punishment and making punishment a public spectacle (C2)

- **ENGINEER:** Establish “office hours” (formal counseling) as a standard method to handle misbehavior, instead of leaving it entirely to a staff member’s discretion.
- **SELECT PERSONNEL:** Have only top-ranking cadets and seniors resolve misconduct problems.
- **TRAIN AND EDUCATE:** Teach junior-ranking cadet staffers how to recognize the difference between deliberate misconduct and a misunderstanding of the directions due to poor instructional techniques.
- **REDUCE EFFECTS:** Adopt a “praise in public, punish in private” policy to reduce the effect of any necessary counseling.

Medium

Over-zealous instructions to cadets; unnecessary and sustained shouting (B3)

In-your-face tactics intended to instill a first impression (B3)

- **GUARD:** Ensure that tactical officers and experienced cadet officers supervise cadet training and leadership methods.
- **TRAIN AND EDUCATE:** Provide new cadet staff members with training on proper leadership methods in advance of the activity.

Low

Unintentionally swearing (D4)

- **ENGINEER:** Have cadet staff work out in advance a general outline and tone for their welcoming remarks. A deliberate welcoming plan will help avoid slips of the tongue.
- **WARN:** Advise all members that profanity is not acceptable.

Punishing cadet for not knowing new policies, *etc.*, upon arrival (D4)

- **GUARD:** Ensure that tactical officers and experienced cadet officers supervise training, as above.
- **IMPROVE TASK DESIGN:** If it is necessary to the mission that cadets arrive knowing certain information or possessing certain skills, ensure they are informed of this in advance.

Staff member threatens, “You’re mine this week” (E2)

- **GUARD:** Ensure that tactical officers and experienced cadet officers supervise training, as above.
- **TRAIN AND EDUCATE:** Provide training on proper leadership methods, as above.

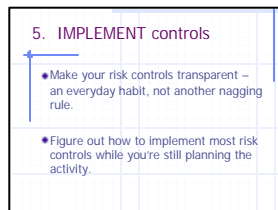
Tossing cadets’ luggage; dumping contents on the ground (E4)

- **ENGINEER:** Establish a procedure, assembly-line fashion, for cadets to work their way through the in-processing system.
- **ENGINEER:** Establish a procedure for tactical officers and the cadet to inspect luggage for contraband.

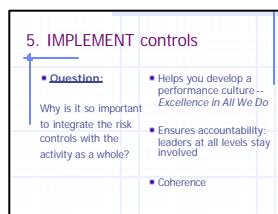
Instructor’s Example -- Risk Inventory and Risk Controls

A sample risk inventory and risk controls for an encampment is included in the “Learning Exercise” section on pages 28-30.

5. Implement your risk controls



The goal here is to implement your risk controls in such a way that they are transparent. Make them part of your routine. Ordinary cadets should come to see your risk controls not as something that is added to the activity, but simply as the way you do business at the activity.



To accomplish this, activity commanders and staff must have decided on the risk controls during the planning phase of the activity, and design ways to integrate them into the activity's overall program.

Example: Implementing Risk Controls

Most controls are “ENGINEERING” or “TRAIN AND EDUCATE”

- Address these in the planning stage
- Have key players work out engineering details in an advance session
- Have training issues incorporated into a staff training weekend in advance of the encampment

For the “GUARD” controls

- Most seem to be operational issues. Obviously, people need to know in advance that they have responsibilities to “guard” for certain risks. Develop and distribute a checklist for these controls.
- Key people fulfill the “guard” functions as the operation unfolds. **Senior leaders will supervise these functions throughout the activity.**

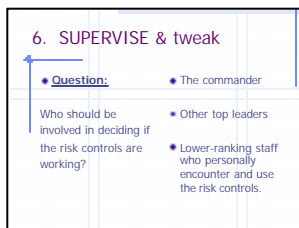
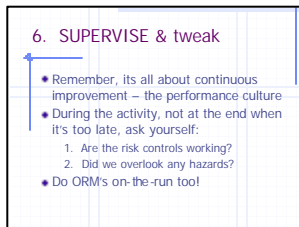
For the “WARN” and “MOTIVATE” controls

- Warn and motivate the staff in advance.
- Also, warn and motivate just prior to the event, at the last moment.

Time Critical ORM (See step 6)

- Motivate flight commanders and tactical officers to do time critical ORMs.
- If a number of risks have been identified for a certain segment of the activity, do a time critical ORM before beginning that part of the activity. Always do time critical ORM if a “high” or “very high” risk has been identified.

6. Supervise and review



You've identified your hazards and managed the risk of cadet abuse, in all its forms. But remember, in a performance culture your job is continuous improvement. Your next step is to supervise and review your risk controls.

Are your risk controls effective? Have you overlooked an important hazard? Are the benefits worth the cost? You should make a habit of asking these questions daily. And, for the lengthy activities (such as a week-long encampment), make a point of gathering the key staff together early in the week to discuss the effectiveness of the high priority risk controls.

Time Critical ORM

We've mostly been talking about *deliberative* ORM, which usually involves managing risk during the planning stages of your activity.

Activity staff also should be doing time critical ORM. It's simple. Since you know the basics of identifying hazards and controlling them, once in a while pause and do a quick ORM in your head or orally with a partner. You'll ensure that you're sidestepping risks and fulfilling your mission.

When your activity concludes

When your activity concludes, consider your ORM successes and shortfalls as part of your general debriefing or after-action report. Find ways to manage your risk better for next time. And lastly, share with other CAP leaders the lessons you learn. Remember, it's all about continuous improvement.

MAIN POINT 2

This section corresponds with page 26 of the Student Guide.

You can use ORM to manage the hazing risk at your activity

This next section of the Required Staff Training is centered on a learning exercise. You'll not only be demonstrating that you understand the six step ORM process, you'll be accomplishing real work that can be used to improve your activity.

Instructor's Note – Learning Exercise

For the following learning exercise, you may want to organize the students into small groups of 3 to 6, or allow students to work individually. If groups are used, match experienced students with junior ones.

Try to ensure that all five topics are covered.

Observe the students as they work. Make sure they stay on track and follow the basic ORM process.

The worksheet found in Attachment 3 of this guide will be helpful. Have the students use it to record their work for problem #1. Provide two copies, one for each facet they choose for their ORM analysis.

Do not allow groups to get bogged-down debating the details of the risk controls. The main purpose of the activity is for the students to demonstrate they can identify hazing-related hazards and make sound decisions on how to control the risks.

Allow students 15 minutes to complete the exercise. Then allow yourself 10 minutes to complete the learning exercise review (slides 19-24 of this lesson).

Learning Exercise

Learning Exercise

- **Problem #1**
 1. Pick two categories.
 2. Follow the 6 step ORM process.
 3. Report your risks and risk controls.
- **Problem #2**
Simply list two other categories you think should have an ORM done for your activity.

1a - Fitness Training

- Humiliating weak or heavy-set cadets
 - Critical / Seldom = Medium Risk
 - Train: Teach staff how to motivate correctly
- Assigning exercise as punishment
 - Critical / Seldom = Medium Risk
 - Engineer: Find a different way to discipline.
- Require cadets to exercise beyond limits
 - Critical / Seldom = Medium Risk
 - Guard: Assign safety officers to watch for this

1b - Personal Time

- Ridiculing cadets; illicit remarks
 - Critical / Occasional = High Risk
 - Guard: ranking peers monitor locker room conduct
- Limit Exposure: have older & younger cadets shower at different times
 - Warn staff and cadets alike of policy / expectations
- Bunking older & younger cadets together
 - Moderate / Seldom = Low Risk
 - Engineer: Manage the bunking roster by age

1c - Responding to Misconduct

- In your face harassment: verbal abuse
 - Critical / Occasional = High Risk
 - Guard: Ranking cadets & SMs supervise
 - Train: Teach staff how to discipline correctly
- Cruel punishment: public spectacle
 - Critical / Seldom = Medium Risk
 - Engineer: find a proper way to handle misconduct
 - Guard: Ranking cadets & SMs supervise
 - Select Personnel: Assign top staff to handle counseling

1d - Sleep & AM Wake Up

- In-your-face tactics to start the morning
 - Walking-in while cadets are dressing
 - Critical / Seldom = Medium Risk
 - Engineer: Use a boom box to play reveille as a wake up call
- Not enough sleep at night
 - Critical / Seldom = Medium Risk
 - Engineer: Make a proper training schedule; make an equitable CD schedule (if necessary)

1e - Inspections

- In-your-face harassment; mistreating property: humiliating cadets who fail
 - Moderate / Occasional = Medium Risk
 - Engineer: As explained earlier
- Unnecessarily handling personal items
 - Negligible / Occasional = Low Risk
 - Engineer: Cadets store personal items only in designated area (non inspection)
 - Guard: Tactical officers supervise inspections

Problem 2 - Other Hazard Areas?

- Cadet Free Time
- Cadet Party
- Fraternization Issues
- Drill & Ceremonies
- Barracks Preparation
- Eating Meals & Dining Facility Conduct
- Family Members Who Attend Together

Now that you know what ORM is, and how it works, it's time to apply your knowledge.

Time is limited, so focus your efforts on following the ORM process. You're not expected to produce a world-class risk assessment. You have 15 minutes to complete problems 1 and 2. Your instructor will provide you with a worksheet that you should use to complete this exercise.

Problem 1

Listed below are five facets common to most overnight cadet activities, such as an encampment. Pick any two from the list. Follow the six-step ORM process. When you're finished, share your findings with the rest of the group.

- Physical Fitness Training
- Showers and Personal Privacy Issues
- Staff Responses to Cadet Misconduct; Performance Counseling
- Sleep and Morning Wake-Up
- Barracks and Uniform Inspections

Problem 2

List two other categories or facets of your activity that are not listed above but should be included in your activity's ORM analysis.

Instructor's Example – Learning Exercise

Activity: Cadet Encampment

Risk Inventory

HIGH RISK

Ridiculing cadets while showering; physically forcing cadets to shower	1D	Catastrophic / Seldom
Leaders' in-your-face responses to cadet misconduct; humiliation	2C	Critical / Occasional
Cruel punishments	2C	Critical / Occasional

MEDIUM RISK

Using exercise as punishment	2D	Critical / Seldom
Requiring cadets to exercise beyond their limits	2D	Critical / Seldom
Not allowing cadets to break for water or eat a good meal	2D	Critical / Seldom
Not allowing cadets a full night's sleep	2D	Critical / Seldom
Over-zealous instruction; in-your face harassment during training	3B	Moderate / Likely
Using sarcasm & insulting cadets for not working hard or fast enough	3C	Moderate / Occasional
Verbally humiliating cadets who make mistakes (drill, PT)	3C	Moderate / Occasional
Single-out poorly performing cadets and punishing them	3C	Moderate / Occasional

LOW RISK

Verbally harassing cadets with special diets (i.e.: Kosher)	3D	Moderate / Seldom
Cadets harassing one another during free time; crude humor	3D	Moderate / Seldom
Horseplay between cadets during free time (potential injury)	3D	Moderate / Seldom
Not supervising cadets effectively; male and female cadet pairs up	3D	Moderate / Seldom
Tossing cadet's luggage; mistreating their property	4C	Negligible / Occasional
Unnecessarily handling personal items (especially male / female)	4C	Negligible / Occasional
Not segregating cadets' sleeping quarters by age (if feasible)	4D	Negligible / Seldom

Instructor's Example – Learning Exercise

Activity: Cadet Encampment

Risk Inventory and Risk Controls

HIGH RISK

Ridiculing cadets while showering;

Physically forcing cadets to shower

1D Catastrophic / Seldom

ENGINEER: Schedule middle school cadets to shower in AM, high school cadets in PM.

Leaders' in-your-face responses to cadet misconduct; humiliation

2C Critical / Occasional

GUARD: Have senior member tactical officers (TACs) present during all training activities

Cruel punishments

2C Critical / Occasional

ENGINEER: Establish "office hours" (formal counseling) as standard method to handle misbehavior

GUARD: TACs be present during training to watch out for this

SELECT PERSONNEL: Have only top-ranking cadets and seniors resolve misconduct problems

MEDIUM RISK

Using exercise as punishment

2D Critical / Seldom

ENGINEER: Establish "office hours" (formal counseling) as standard method to handle misbehavior

SELECT PERSONNEL: Have only top ranking cadets and seniors involved, as above

Requiring cadets to exercise beyond their limits

2D Critical / Seldom

GUARD: TACs, Safety Officer(s) be present during PFT; ample eyes on the Cadet Corps

Not allowing cadets to break for water or eat a good meal

2D Critical / Seldom

ENGINEER: Safety officer obtain large jugs of water that travel with flights (ready to refill canteens)

ENGINEER: XO to schedule KP cadets to eat first, and to begin KP duties only after they finish eating

Not allowing cadets a full night's sleep

2D Critical / Seldom

ENGINEER: Training Officer to set schedule with 8 hrs every night

ENGINEER: XO to schedule CQ shifts on a fair rotation; have younger cadets take easiest shifts

Over-zealous instruction; in-your face harassment during training 3B Moderate / Likely

GUARD: TACs and top cadet staff present to supervise

TRAIN & EDUCATE: New cadet staff to learn proper instructional techniques in advance

Using sarcasm & insulting cadets for not working fast enough 3C Moderate / Occasional

Verbally humiliating cadets who make mistakes (drill, PT) 3C Moderate / Occasional

Single-out poorly performing cadets and punishing them 3C Moderate / Occasional

GUARD: TACs and top cadet staff to supervise

TRAIN AND EDUCATE: As above

LOW RISK

Verbally harassing cadets with special diets (i.e.: Kosher) 3D Moderate / Seldom

EDUCATE: Teach flight members that teamwork includes respecting their teammates

*WARN: **Make it clear to cadets that bigotry will not be tolerated***

Cadets harassing one another during free time; crude humor 3D Moderate / Seldom

Horseplay between cadets during free time (potential injury) 3D Moderate / Seldom

ENGINEER: Schedule staff meetings, other staff duties such that someone is always with the flight

WARN: Make it clear to cadets what the expectations are for conduct during free time

Not supervising cadets effectively; male and female cadet pairs up 3D Moderate / Seldom

ENGINEER: Arrange barracks compound so that males and females are geographically separated; make it so that males have to walk through a public area to get to female area, etc.

GUARD: Require TACs to know where each cadet is at all times

Tossing cadet's luggage; mistreating their property 4C Negligible / Occasional

ENGINEER: Set up process so that the cadet is present when the TAC and another staffer check bags for contraband

Unnecessarily handling personal items (especially male / female) 4C Negligible / Occasional

ENGINEER: Direct cadets to keep personal items in a certain drawer; avoid inspecting it

Not segregating cadets' sleeping quarters by age (if feasible) 4D Negligible / Seldom

ENGINEER: Make a roster by age, and assign roommates by age

SUMMARY

ORM can manage risks of any sort, including hazing



Operational Risk Management is not just a tool for pilots. Cadet Programs leaders can use it, too. There are six steps in the ORM process:

1. Identify the hazards
2. Assess the risks
3. Analyze the risk controls
4. Decide how to control the risks
5. Implement risk controls
6. Supervise the results

By completing an ORM analysis of your own activity, you showed you understand the principle that ORM can help reduce the risk of abuse at your cadet activity.

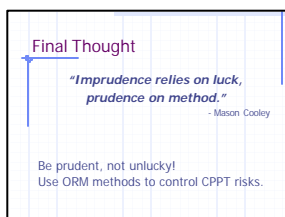
REMOTIVATION

Protect your cadets, protect yourself

None of us wants to receive a phone call from an angry IG, wing commander, mother, or attorney. Worse still, none of us wants to see youth being abused. Use ORM as a tool to avoid the hazing trap.

CLOSING

Final thought



"Imprudence relies on luck, prudence on method."

-- Mason Cooley

In other words, be a responsible leader of cadets; use operational risk management methods to manage your hazing risks.

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